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ABSTRACT

The Institute was held from June 7 through July 2, 1965 and was designed to be the first in a series of related but independent institutes for school personnel in Eastern Oklahoma and Western Arkansas concerned with changing patterns of human relations. The single, basic objective was to assist participants in understanding those forces of change at work within the contemporary community which assist schools to desegregate and those which retard or delay school desegregation. Seventy-one participants were principals and forty-four were teachers. An underlying assumption of the program is that Institute members have more interest in human relations than real knowledge; therefore, emphasis was placed on the academic content of the Institute. (Author/CB)

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Title Of Project: "Into The Main Stream..."
Institute I - The Changing Community
June 7, - July 2, 1965

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EVALUATION

Institute I: The Changing Community, was conducted at the University of Tulsa June 7 - July 2, 1965. It was designed to be the first in a series of related but independent Institutes for school personnel in Eastern Oklahoma and Western Arkansas concerned with changing patterns of human relations. The Institute was the joint responsibility of the Department of Sociology and the College of Education of the University of Tulsa and was held in cooperation with the Equal Educational Opportunities Program, Office of Education, United States Department of Health, Education, and Welfare.

The single, basic objective around which Institute I was organized is stated in the orginal application to the Office of Education as: "To assist participants in understanding those forces of change at work within the contemporary community which assist schools to desegregate and those which retard or delay school desegregation." Thus, the entire consideration of desegregation was placed within the framework of the changing urban community rather than being considered as something which was happening in a vacuum unrelated to other equally signigicant cultural changes.

Since the Institute during its single month of existence was visited, for evaluative purposes on three separate occasions by the personnel of the U.S. Office of Education and a fourth time by a two-man team from Howard University, this evaluation may well reflect the impact

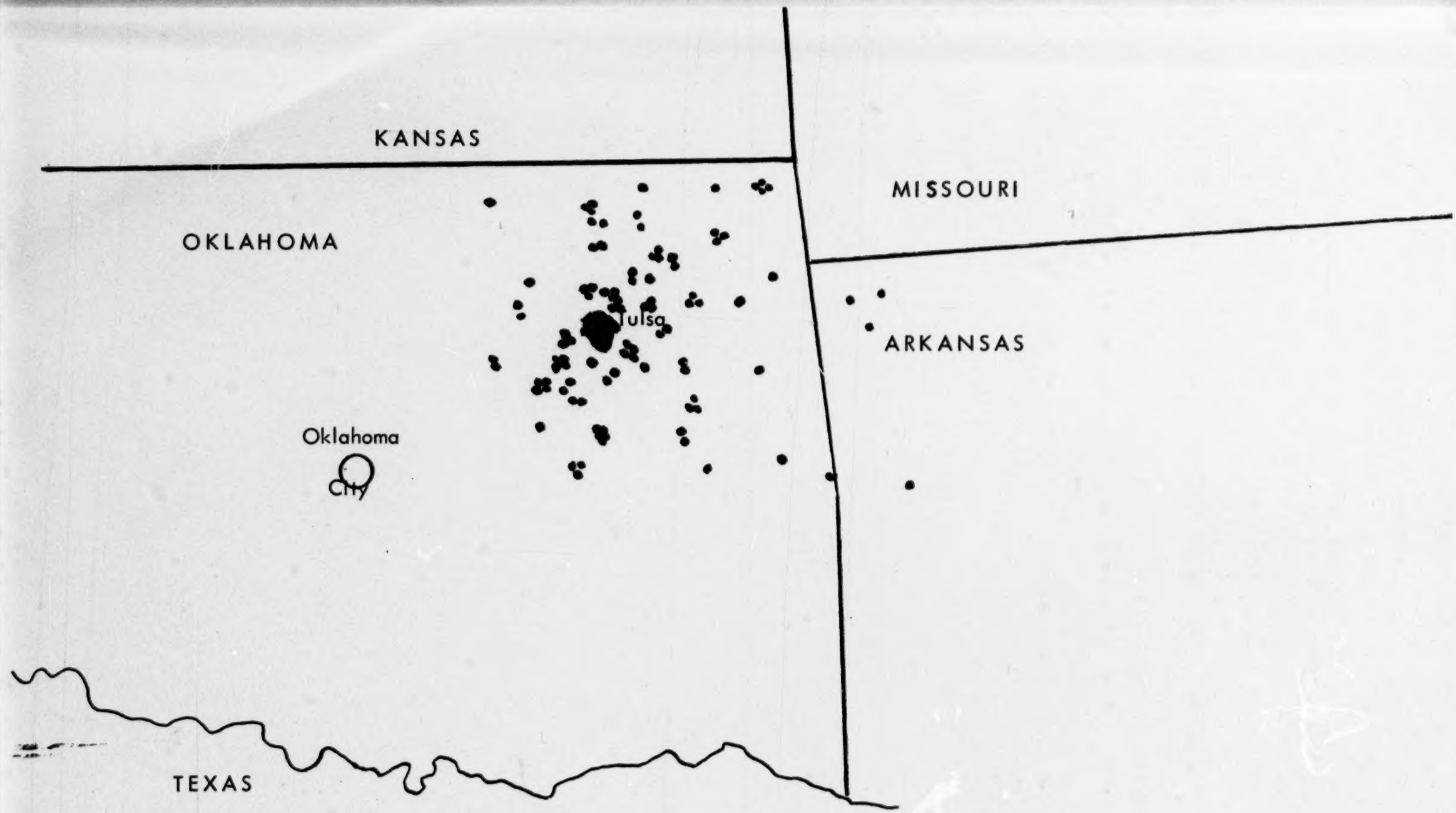
of the extensive verbal and written questioning of participants and staff by those visiting evaluators. The E feels admittedly subjectively, that this impact was so pronounced his comments should be considered more narrative than objectively evaluative.

(a) PARTICIPANTS

Recruitment for the Institute was held up until May 10, 1965 because of delays in approving the project. On this date -barely a month before the Institute was to begin- an invitation letter, signed by Dr. Elmer F. Ferneau, Dean of the College of Education, was sent to 800 superintendents, principals, and teachers in seventeen counties and the ten Arkansas counties contained within the project area. (1)

Within ten days, 160 formal applications -20% of those mailed letters- were received. Two of the applicants had already their Doctorate, 109 their Master's, and forty their Bachelor's degrees. Nine applicants had not yet received a college degree. Judging the respondents on the basis of their names, the only grounds for judgement in the absence of questions on sex, 113 were, presumably men and 47 were presumably, women. Occupationally, seventy-one of the applicants were principals, forty-four were teachers, eighteen were superintendents, and nine were counselors. The others were distributive education personnel, PTA officers, full-time students, clerks, and coaches. Forty-six school systems in Oklahoma and four in Arkansas were represented by the applicants. Some idea of the geographical spread can be gained from examining Chart I.

(1) See the appendix for a copy of the letter and the Institute brochure.



Geographic distribution of Applicants for Institute I - The Changing Community
Each dot represents one application received
N=160

CHART 1

An admission committee, consisting of the Dean of the College of Liberal Arts, the Dean of the College of Education, a Professor of Education, the Director's Administrative Assistant and the E met and selected the following persons as participants in Institute I:

Beck, John W.	Principal	Sand Springs, Oklahoma
Berryhill, Lyle	Principal	Cleveland, Oklahoma
Carr, Thomas	Principal	Sapulpa, Oklchoma
Carter, Lessie	Counselor	Tulsa, Oklahoma
Cox, Lloyd	Principal	Tulsa, Oklahoma
Crabb, Anne E.	Counselor	Tulsa, Oklahoma
Curl, Peaches	Teacher	Tulsa, Oklahoma
Decker, Donald E.	Distributive Education Teacher	Bixby, Oklahoma
Dixon, Laura Ann	Teacher	Tulsa, Oklahoma
Dry, Aaron	Superintendent	Claremore, Oklahoma
Gibson, Sylvester	Assistant Principal	Tulsa, Oklahoma
Gilmore, William	Principal	Tulsa, Oklahoma
Greadington, Jesse	Assistant Principal	Tulsa, Oklahoma
Gwartney, John P.	Superintendent	Owasso, Oklahoma
Harper, Lorraine	Teacher	Tulsa, Oklahoma
Hurd, John E.	Principal	Rogers, Arkansas
Inbody, Paul W.	PTA	Tulsa, Oklahoma
Jackman, Etta	Principal	Miami, Oklahoma

King, Rose	Teacher	Muskogee, Oklahoma
Kirkman, David	Fulltime Graduate Education Student	Tulsa, Oklahoma
Lloyd, Opal	Counselor	Tulsa, Oklahoma
Martin, Jimmy	Principal	Tulsa, Oklahoma
Michael, Charles	Fulltime Graduate Education Student	Tulsa, Oklahoma
Moore, Horace (Mrs)	Counselor	Sallisaw, Oklahoma
Moore, Glenn C.	Principal	Nowata, Oklahoma
Needham, Charles	Fulltime Undergraduate Education Student	Tulsa, Oklahoma
Peevy, Eldreda	Teacher	Tulsa, Oklahoma
Petcoff, Peter	Principal	Tulsa, Oklahoma
Putman, Jack	Teacher	Tulsa, Oklahoma
Phillips, Robert E.	Principal	Catoosa, Oklahoma
Ransom, Joe R.	Superintendent	Chelsea, Oklahoma
Robertson, Morris	Fulltime Graduate Education Student	Tulsa, Oklahoma
Stephenson, Joseph	Principal	Tulsa, Oklahoma
Thomas, John Q.	Principal	Okmulgee, Oklahoma
Tucker, George	Principal	Okmulgee, Oklahoma
White, Lola	Dean of Girls	Tulsa, Oklahoma
Wilburn, Ola Fay	Teacher	Tulsa, Oklahoma
Wilson, Rodrick	Principal	Bartlesville, Oklahoma
Wood, Ima C.	Teacher	Tulsa, Oklahoma

The E finds it personally repugnant to attempt any racial breakdown of the Institute composition and he is surprised that after being directed to ask no questions on race, sex, or religion, he should be expected to furnish such information. On the basis of the completely invalid observation of skin color, it appears that Caucasoid, Negroid, and Mongoloid males and females were present.

(b) PERMANENT STAFF

The permanent staff of the Institute consisted of: Gordon W. Lovejoy, PH.D, Elmer F. Ferneau, PH.D., Donald E. Hayden, PH.D., Fred W. Woodson, M.A., LL.B., Geraldine J. Wallace, B.A., and James T. Ault, B.A.

Dr. Lovejoy and Dr. Ferneau were responsible for planning the Institute content and determining in general the sequence of presentations and discussions. Dr. Hayden and Mr. Woodson each made a formal presentation. Mrs. Wallace and Mr. Ault were responsible for the daily mechanics and operation of the Institute.

The E believes it would be essentially worthless for him to attempt an evaluation of the principal staff members since he was one of those persons. On an Individual Evaluation sheet, completed by each participant at the concluding session, this question was asked, "On an ascending scale of points from a low of one to a high of five, how would you rate the presentation of each staff member?" (1) The mean responses were: Mr. Lovejoy 4.48, Mr. Ferneau 4.03, Mr. Hayden 3.96, and Mr. Woodson 3.57.

(1) See the Appendix for a copy of the Institute's "Individual Evaluation."

Presentations by consultants were as follows:

1. Dr. Charles H. Parrish, Chairman, Department of Sociology, University of Louisville, Louisville, Kentucky. "A Sociologist Looks At Urban Change."

2. Mr. Robert Wegner, Director, Tulsa Metropolitan Area Planning Commission. "Planning and Its Implications for the Future."

3. Reverend Orra G. Compton, Executive Director, Tulsa Council of Churches "Neighbors Unlimited."

4. The Reverend Trafford P. Maher, S.J., Director, Department of Education, St. Louis University, St. Louis, Missouri. "The Impact Upon Minority Groups of Changes in Urban Areas."

5. Mr. Paul D. Chapman, Executive Director, Tulsa Urban Renewal Authority. "Urban Renewal in Tulsa."

6. Mrs. Lois Gatschell, Executive Director, Mayor's Commission on Community Relations. "The Human Relations Commission: Rationale and Future." (I)

On the Individual Evaluation sheet completed by each participant, the question was asked: "On an ascending scale of points from a low of one to a high of five, how would you rate the presentation of each consultant?" The mean scores were as follows: Reverend Trafford P. Maher 4.43, Reverend Orra Compton 3.87, Mr. Paul Chapman 3.40, Dr. Charles Parrish 3.37, Mrs. Lois Gatschell 3.25, Mr. Robert Wegner 2.48.

The E recommends, without hesitation, for use in other Institutes, the Reverend Trafford P. Maher. He recommends also, Dr. Charles C. Parrish but suggests Dr. Parrish be used more in small discussion groups than in a total group lecture.

(i) and (c) CONTENT AND METHODS

In order to understand the methods used, it must be realized that Institute I was conceived as a learning experience in which considerable emphasis was to be placed upon academic content. The E feels very strongly that there has been a tendency in many Summer Institutes to overestimate the informational and knowledge backgrounds of the participants. In the twenty-one previous Institutes of this nature which the E has directed, he has found, time after time, much verbal glibness about human relations but not much fundamental knowledge concerning the background conditions from which have come present day manifestations of social problems. Nor, has he found many teachers with insight into the present except what they have gleaned from newspapers and popular type magazines. Repeatedly, over the years, the E has experimented with placing emphasis upon content rather than process. Perhaps, surprisingly to those of a different educational orientation, he has found that sound process is not inhibited. Indeed, the content changes the process from mere interaction to interaction which evolves from knowledge.

Institute I -if the E will be forgiven repetition for the sake of emphasis- was set up to be academically sound. The E had no personal interest in conducting peripheral educational experience in which participants meet for the primary purpose for getting acquainted rather than for educational growth. He finds it surprising, and a bit distressing, that an emphasis on academic respectibility has appeared to cause consternation among those charged with reviewing the project and evaluating the Institute itself. He cannot help

wondering if adequate attention has been given research studies which indicate process need not be lost merely because there is content.

The E believes that in many ways the University of Tulsa Institute was different from the other Summer Institutes concerned with desegregation. He is not so arrogant as to believe, or even imply, his was the "best way". He was merely reflecting his beliefs and his experiences. Obviously, such a divergent approach will find reflection in different methods, different results, and different concepts of follow-up.

Finally, Institute I was conceived as being the first in a series of nine Institutes extending over a three-year period. Each Institute was to be an entity but one was to be bound to its successor by the continuing thread of the "how" of desegregation. The E was told, however, in no uncertain terms by those reviewing the project application, it was unrealistic to expect any considerable number of persons would continue from one Institute to another. That one-half of those who completed Institute I would like to continue in Institutes II and III is gratifying verification of the original project philosophy.

(I) INTEREST INDICATOR

Each participant was mailed, as an enclosure to the letter announcing his selection for Institute membership, a mimeographed "Interest Indicator."(1) Pertinent paragraphs of this were as follows: "In order to make the content of this Institute as valuable as possible to you who are the participants,

(1) See Appendix for a copy of the Interest Indicator.

the staff needs some indication concerning those topics of urban life which are of most interest to you. In the space at the left please indicate in order by number the five topics you would most like to have discussed. Perhaps you may want to suggest additional topics in the space provided below."

_____Ecological changes within the city
_____New roles in urban living for minority groups
_____The changing neighborhood
_____Traditional versus emergent roles
_____The school and the urban community
_____The role of pressure groups in urban living
_____The urban church
_____The impact of migration from rural areas
_____Personal organization and disorganization
_____Opinion formation in the urban community
_____Police problems in the contemporary city
_____Desegregation and the public school
_____Other topics

When the results of the "Interest Indicator" were tabulated, it was found that the participants were most interested in learning about and having information presented on the following subjects:

1. The changing neighborhood.
2. Ecological changes within the city.
3. Traditional versus emergent values.
4. The role of pressure groups in urban living.
5. Rural to urban migration.

This expression of participant interest became the basis for (1) selection of topics to be covered in formal presentation by the staff and consultants, (2) the structuring of the total institute membership into small interest groups designed to study and consider in detail the various problems.

READING LISTS

As each participant registered, he was presented with a packet of materials. One important portion of this material consisted of seventeen carefully chosen article reprints of items relevant to the changing community and its component, school desegregation.

The authors and titles of these articles are:

Angell, Robert C.
The Social Integration of American Cities of More Than 100,000 Population

Bell, Wendell and Boat, Marion
Urban Neighborhoods and Informal Social Relationships

Bruner, Jerome S.
Guidelines for Testing Minority Group Children

Flintstone, Harold
Cats, Kicks, and Color

Gallagher, Art
The Negro and Employment Opportunities in The South

Greer, Scott
Urbanism Reconsidered: A Comparative Study of Local Areas in a Metropolis

Herberle, Rudolf
Social Consequences Of the Indrustrialization of Southern Cities

Kamarovsky, Mira
The Voluntary Associations of Urban Dwellers

Landecker, Werner
Types of Integration and Their Measurement

Muse, Benjamin
Special Report: Memphis

Rossi, Peter H.
Community Decision Making

Rose, Arnold M.
The Study of the Influence of the Mass Media on Public Opinion

Silberman, Charles
The City and The Negro

Silberman, Charles
The Negro and the Businessman

Watters, Pat
New South

Whyte, William F.
Social Organization in the Slums

Wirth, Louis
Urbanism as a Way of Life

If the E's empirical theory -namely, that persons interested in human relations problems often have more interest than real knowledge- was to be tested, some effort had to be made to determine which of the materials were new to the participants. In order to gain an insight into the matter a check list was prepared.(1) It listed the author of the reprint and asked the participants to check if they "Had Read," "Knew of But Had Not Read," or "Found the Article New Material."

The tabulation of the check lists was most revealing. Eight of the articles had not been read by a single participant. One article had been read by five persons, one by four, one by three, one by two, and four by one person each. It seems proper to point out that such a universal failure to have considered some of the most important material relevant to the purpose of the Institute is a valid observation about the participant's knowledge.

In addition to the articles, two bibliographies were enclosed in the packet. Bibliography Number one contained eighty-two titles dealing with the

(1) See the Appendix for a copy of the reading check list.

changing urban community. Bibliography Number two listed forty-three titles in the field of race relations. Both bibliographies were prepared with care. (1)

Again, what was the prior knowledge of the Institute participants concerning this material? The forty participants had read, previous to the Institute, a total of forty-five selections from Bibliography one -1.3 % of all possible selections. Twenty-eight selections -1.62 % of all possible total- had been read from Bibliography two. Considering the relevancy of these books to the areas of the changing community and school desegregation, the E feels it is proper to point out that knowledge based on reading "the best in the field" was somewhat skimpy.

Each participant was asked to write -and interestingly enough each one did- a short reaction to the seventeen articles and the four books which constituted the required readings for those desiring college credit. In spite of the fact twenty-nine of the participants had their Master's degrees, many had never before been asked "to react." The personal trauma of reacting to material which, time after time, challenged their long held ideas about race and desegregation was evident in report after report. The E knows of no way beyond such validity as may be represented by his own subjective skills of assessing the impact of this material. He knows what was said in the reports -because he read personally and made written comment upon each one of the 840- and he knows what was said to him day after day in personal conversations: there was profound impact from the reading.

(1) See the Appendix for copies of Bibliography I and II.

Parenthetically, on the "Individual Evaluation" the participants were asked to rate on an ascending scale of from one to five "Your total reaction to readings contained in the kèts given you." The mean response from the group was 4.60.

FORMAL PRESENTATIONS

The wishes expressed in the "Interest Indicator" coupled with the frequent verbal requests expressed before, during, and after Institute sessions led to formal presentations being given on the following topics:

1. Two sides of the urban coin: problem areas and promise areas.
2. The ecology of the city.
3. Special characteristics of the contemporary city.
4. The complex of traits characteristic of urbanism.
5. Tradidional versus emergent values.
6. The school and the urban community.
7. "But not next door."
8. Roads to the present.

These presentations were in addition to those listed above by consultants. Each presentation was approximately an hour in length and each was followed by extended questioning from the group and discussion within "buzz groups." Without exception, the participants related each presentation to school desegregation.

On the "Individual Evaluation", the Institute participants were asked to rate on an ascending scale "the course content of Institute I." The mean for the forty respondents was 4.92.

SMALL WORK GROUPS

On the basis of desire expressed in the "Interest Indicator" the Institute participants were divided into five groups. Except in the case of the group dealing with rural to urban migration, it was possible to follow first or second choices of the participants.

The five groups were built around:

1. Desegregation and the School.
2. The School and the Urban Community.
3. Ecological Changes Within the Community.
4. Migration From the Rural Areas.
5. Traditional Versus Emergent Values.

The E met with these groups for the initial sessions and helped them see their activities might center profitably along several lines:

1. There was need for synthesizing into a coherent whole the ideas expressed in different daily sessions by consultants and staff.
2. There was need to explore -well beyond what was done in the morning sessions- additional insights into their particular problems.
3. There was need to consider suggested solutions to the various problems of school desegregation.

Each group selected its own chairman and recorder. The groups met most of the afternoons from 1:00 to 3:00 PM except during the four days when there were "Film Sessions." On the last two days of the Institute each group reported to the total Institute membership, its synthesis, its new information, and its recommendations. Presentations took approximately one hour each and were followed by a half-hour discussion of the points stressed.

The E has mixed feelings regarding the effectiveness of these groups. There is no question about the way in which they synthesized the great diversity of the material presented them, but there was a distressing lack of "new" insights. There is some evidence, also, that the seminar participants themselves were dissatisfied with their group experiences. On the "Individual Evaluation" they were asked to rate on an ascending scale of one to five "your total reaction to the afternoon work groups." The mean of the forty responses was 4.2 -the lowest mean for any of the major reaction questions asked them.

(e) TEACHING AIDS

Elsewhere in this evaluation are listed the various printed materials which were used.

The use of audio-visual materials was determined early in the planning stages of the Institute. Admittedly, it would have been much better had there been time to "poll" the participants but the delayed approval of the project made this impossible. The films used represented, therefore, choices made by the E and his staff.

Four afternoon "Film Sessions" were held. The customary procedure of a brief comment about the film, the viewing of the material, and an extended discussion after each film was followed.

The films shown to the Institute participants are listed below. After each film is a numerical rating which represents the mean response of the

participants to the question "on an ascending scale of points from a low of one to a high of five how would you rate each of the films?"

1.	"An American Girl"	4.25
2.	"The Challenge"	4.10
3.	"Burden of Truth"	4.08
4.	"A Morning for Jimmy"	3.94
5.	"Crisis in Levittown"	3.75
6.	"All the Way Home"	3.69
7.	"Incident on Wilson Street"	3.68
8.	"No Hiding Place"	3.66
9.	"The High Wall"	3.63
10.	"Pictures in Your Mind"	3.60
11.	"The Radical Right"	3.35

Although three of the films received higher mean scores, the most significant discussion followed the showing of "A Morning for Jimmy." Many of the Institute participants had never considered the effect of motivation upon a minority group member.

On the first morning session of the Institute, the participants were divided into eight buzz groups. To each person was given a card upon which had been typed the following quotation from Pitirim Sorokin:

> "Man's western civilization (i.e., urbanization) will collapse under the weight of such developments as: rude force, cynical fraud, brutality, egotistic expedience, bigotry, partially understood science, decreasing personal liberties, and the substitution of ethics for morality."

Each group was asked to consider in what ways they felt Sorokin's statement was true and in what ways they considered it false. Although the participants were meeting each other for the first time, the buzz discussions were animated and when reports were made to the total Institute membership, the friendly thrust and counter-thrust of conversation continued. Admittedly, a "gimmick", this little exercise helped establish what became a pattern of continuing free discussion.

Another teaching device used one morning consisted of a "test" "So You Know The Negro?" Although there is no reason to believe there is the slightest scientific validity for the test, it was a jolting experience to the complacency of each participant since not a single one missed less than two of the questions.(1) The discussion which followed this device led to a request from the participants themselves that they be presented with some factual information regarding the role of the Negro in the developing American Society. The formal presentation "Roads to the Present" grew out of this request.

The afternoon discussion group considering "Traditional versus Emergent Values" requested that a "Values Check-List" be administered to the entire Institute membership.(2) When the check-list was tabulated it was found that:

1. 37 1/2% of the Institute participants held traditional views and 55 % emergent patterns. 7 1/2 % were neutral.

2. 31 participants were Democrats and of these 22 were emergent. Nine were Republicans and of these, six were traditional.

(1) A copy of "So You Know The Negro?" is included in the Appendix.

(2) A copy of this check-list is included in the Appendix.

Since desegregation represents an emergent value, the E was encouraged by the percentage of those supporting the new patterns but sobered by the number of those committed to former ways. If -and there is no way of knowing accurately from the modest test used- the percentage of those holding traditional values is representative of teachers in this geographical area, it would appear there is not overwhelmingly enthusiastic support for desegregation as an emergent value.

(f) INFORMAL PROGRAM

The principal informal activities of the Institute were two in number: (I) Morning coffee breaks -each morning thirty minutes was given to a coffee break. It was interesting to note how from the second day on these became animated, informal extensions of the Institute discussions. No set pattern of "coffeeing" with the same persons emerged. Subjective evaluation by the E indicated an ever-shifting kaleidoscope of relationships.

On the "Individual Evaluation" sheets, participants were asked "what is your reaction to the coffee breaks?" Representative verbatim responses are as follows:

1. "I have made lots of friends and made plans for future associations, lots of enjoyment, you learn so many little things that never seemed to matter before."

2. "Excellent for two reasons: (I) It gave me a chance to meet and discuss with people I had not met before, (2) It provided a plesant brake."

3. "The coffee breaks gave each of us a chance to learn to know each other better and surprisingly find that after all, people are just people. There was something about eating and chatting together that did more than anything else had done. Many a friend is made over a coffee cup."

4. "The coffee breaks allowed us to not only relax and have coffee, but to get better acquainted and it was usually spent discussing vital things. We gained information here and there was an exchange of ideas."

5. "Can be classified as valued educational experience. A better understanding of backgrounds gained to assist in interpreting remarks in group interactions. A must."

(2) Each day, Institute members were free to have lunch wherever they chose. Because of convenience, however, two nearby eating places were patronized most heavily and about one-half of the group went to each. Subjective evaluation by the E appears to indicate that, except when non-Caucasian evaluators or consultants were present, there was no racial polarization by the Institute participants. Polarization did occur, however, almost without exception when such "Outsiders" were visiting. Indeed, some of the participants noticed this and commented rather unfavorably to the Institute staff about what was happening.

The E is fully aware to the value attirbuted to the "informal activities" considered desirable during the past twenty years in numerous Summer workshops. He realizes on the basis of previous personal experience that such deliberately created activities are, if essentially satisfying are often superficial. The project area covered by the Institute is, however, quite different from a Mississippi or an Alabama: school personnel meet interracially and there are many interracial civic church activities in Tulsa. As a result, there was not a single person in the Institute to whom an interracial luncheon or picnic would have been a traumatic new experience. The E, accordingly, simply did not schedule the luncheons, watermelon cuttings, and picnics touted vital by many summer institute directors.

(d) FACILITIES

The University of Tulsa assigned to the Institute for its exclusive use each morning one of its largest air-conditioned classrooms. Afternoons, the Institute had daily access to an air-conditioned auditorium equipped with permanent visual aid machines. The classroom was equipped with movable, tablet-arm chairs. If the Institute had been approved at an earlier date it would have been possible to secure the use of a room with movable tables. Such equipment would have permitted a hollow square arrangement with each participant facing all others. A "make-do" substitute of two horseshoes of chairs was used. Such an arrangement left much to be desired since some of the participants had their backs to other participants. Mechanical trouble with the air-conditioning unit, resulting in a high noise level during the last week of the Institute, presented other minor problems.

(g)PARTICIPATION OF LOCAL SCHOOL SYSTEMS

On this score, the Institute was partially vulnerable. A series of purely local issues centering around the public school system were convulsing Tulsa at the time the Institute was being planned.(1) He and Dr. Ferneau felt, therefore, that a direct approach to the school was not wise. Indirect approaches were made and as a result, fifty-three applicants -one-third of the total- were received from Tulsa school personnel. Nineteen of these applicants were admitted into the Institute.

It should be remembered at this point that approval for the project did not come until May 10,1965. Once this approval was received, it was too late to do more than contact by letter or telephone various school

(1) The E does not feel that a report such as this is the place to discuss these issues.

systems in the area. As a result of these contacts, applications were received from the following school systems in Oklahoma and Arkansas.

OKLAHOMA

Barnsdall
Bartlesville
Bixby
Bluejacket
Bristow
Broken Arrow
Catoosa
Chelsea
Claremore
Cleveland
Colcord
Collinsville
Coweta
Deleware
Dewey
Drumright
Foyil
Henryetta
Hominy
Inola
Jay
Jenks
Kelleyville
Kiefer
Lenapah
Miami
Mounds
Muskogee
Nowata
Ochelata
Okay
Okmulgee
Oolagah
Owasso
Preston
Pryor
Quapah
Salina
Sallisaw
Sand Springs
Sapulpa
Skiatook
Tulsa
Vinita
Wagoner
Wann

ARKANSAS

Charleston
Decatur
Rogers
St. Paul

(h) CONSULTATION AND GUIDANCE

Staff members of the Institute arrived each day from thirty to forty-five minutes before the opening session. The time was spent in informal "mixing" with participants and in handling numerous questions which were asked. Staff members were available during the coffee breaks and the lunches. Virtually every afternoon, the staff members were on hand to answer questions and to give suggestions. The E has no records as to how much time was spent in such consultation beyond saying it was considerable.

(j) EVALUATION

The evaluative procedures followed fall into two catagories. First, there were the frequent staff sessions in which a brief look at what had been accomplished was undertaken.

Second, at the end of the Institute, a more formal evaluation form was used.(1) Since the Institute's evaluation followed by only two days the elaborate Howard University evaluation -and this in turn had followed three oral evaluative visits within a week by Office of Education personnel- it is quite possible that some of the "bloom" of evaluation had been lost.

Much less formalized than either of the above two evaluative exercises were the running commentaries made by the participants to the staff. These took the form of questions before and after the work sessions, expressions of praise for a particular viewpoint or of disagreement and of requests for additional information. The entire staff felt that these continuous evaluative-type reactions indicated a high degree of satisfaction with the Institute on the part of the participants.

(1) A copy of the Individual Evaluation is in the Appendix.

Nor must it be thought that simply because the Institute format seemed to stress academic respectibility that there was no conflict or clash of opinions.. Real heat was generated around the discussion of such ideas as: Whitney Young's theory of preferential employment; recent actions of the Central Jurisdiction of the Methodist Church in declining to join an integrated church movement unless promised special treatment; the thought of interracial dating as it might develop in a desegregated Junior or Senior High School.

Although not a matter of public discussion, many of the reaction reading reports contained evidences of how much frustration was being worked out through the medium of the reports.

(k) PLANS FOR FOLLOW-UP

Institute I, as indicated previously in this report, was a distinctly specialized form of Institute. Instruction and evaluation were both influenced by this. To the extent that it is possible -an admittedly vague statement- the E- and other members of the staff will be in continuing personal contact with institute participants. Suggested new materials will be furnished these people and the continuing service of the staff as consultants will be offered the school systems represented in the Institute. The Superintendent of the Tulsa schools for example, has been furnished already a list of Tulsa teachers who participated in Institute I. He has responded most cordially to the report of what his teachers did and has expressed interest in the Fall Institute.

(I) OVERALL EVALUATION

On the Individual Evaluation sheet the participants were asked to answer three questions:

1. "What were your initial expectations about this Institute when you applied for admission?"

2. "To what extent and to what ways have these initial expectations been fulfilled?"

3. "To what extent and to what ways have these initial expectations not been fullfilled?

Listed below are verbatim replies from a dozen representative Institute (I) participants.

Respondent One:

1. "I thought perhaps desegregation information pertaining only to the public school would be provided -discussed, etc. I did not realize the equality of education was related so strongly to equality in other areas of civil rights."

2. "I feel that educational desegregation information which we have received has more than fulfilled my expectations. In addition, the literature, films, lectures, and discussions in which we as a group participated was very informative and much needed to deflate any feeling or racial superiority which we might have experienced."

3.

Respondent Two:

1. "For help and information in probable changing community problems--"

2. "I feel that this Institute has helped to bridge the gap on racial issue, creating clearer thinking and better understanding of the situation as it is today --Also it makes me realize that I have not been completely honest with myself in the racial situation--"

3.

(I) To save repetition the three questions are not repeated, but the answers are listed in the order given above.

Respondent Three:

1. " I felt sure it was primarily for propaganda purposes concerning our attitudes on race relations."

2. "It has been that but much different than I originally thought. It has gone far beyond this surface type thing and really answered some questions and has broken down some prejudices."

3.

Respondent Four:

1. "More formal less academically sound less about desegregation. This was my first institute and frankly I didn't know what to expect."

2. "In all honesty I have been delightly surprised and pleased at the content techniques and procedure of this institute. It was the fran! ness group interaction soul-searching, provoking thoughts and self examination that made this institute the tremendous success that it most assuredly was. The consultants were adequate and their sense of human dignity appreciated."

3. "I have no complaints to offer here."

Respondent Five:

1. "I was expecting something of this type of institute. As it had been explained to me before I applied, I knew the nature of the material which would be discussed although I did not know in exactly what manner it would be handled."

2. "The extent to which the Institute fulfilled my initial expectations was far in excess of my expectations. It has been, by far, my richest experience in graduate school.
I have particularly noticed the rapport of the group. All of one accord striving earnestly to find solutions to the sociological problems that confront us as people of different race but same citizenship rights under law. We want to see these rights exercised."

3.

Respondent Six:

1. "I expected to learn more about the problems of the minority and deprived people in our area. And with some help in solving of these problems."

2. "My initial expectations have been fully met, to even a greater degree than I expected. This has been the most practice and the best organized institute that I have ever attended."

3. "I can truthfully say my expectations have been fully met. In fact, it was better than I expected."

Respondent Seven:

1. "Since I had previously attended a math institute , I was thrilled at the thought of being able to attend this institute on the 'changing community.' I felt that this was a very timely topic. As I looked over the areas that were to be covered it was hard for me to make a choice. Each topic was of interest to me, since I am a public school administrator."

2. " I have had a real mountain top experience this summer. The material arranged for the institute gave me insight to many problems. I have been able to readjust some of my thinking and form new concepts. Personally, I feel that these four weeks have been the most rewarding weeks of my life."

3. "My expectations have been fulfilled."

Respondent Eight:

1. "I expected this to be a stimulating experience-- the topics listed on the announcement were mostly things I am interested in."

2. "This has been of a greater depth and provided more background than any such group I ever participated in. It was even more stimulating than I had anticipated. These have been the most profitable four weeks I have spent."

3. "None."

Respondent Nine:

1."I had stated in my application that 'I wanted to be better informed.' This statement speaking in a broad since was an indication of my desire to know the significant factors contributing to our cultural change."

2."My gratitude for the background of change given through reading material and lectures cannot be measured in words. My expectations were minimum in comparison to the high academic quality that we have received in lectures and reading materials. I would add my initial expectations have certainly been fulfilled and more."

3."My expectations have been fulfilled."

Respondent Ten:

1. "I thought it would be like the human relations workshop I attended at O.U. several summers ago-- information about the Negro problem and what was being done."

2. "Thru learning the full history of the Negro--I understand better what the gov is trying to do for the Negro. I was disappointed to learn through a speech made by a man from the Urban League that they could do nothing about the worst Negro ghetto in Tulsa--the Greenwood area because there was no place to put these people. I have come to admire the progress made by the Negro who is willing to lay down his life for equality of his people & his non violent tactics."

3. "I would have liked to have had mimeographed copies of Dr. Lovejoy's lectures & jokes."

Respondent Eleven:

1."After receiving the letter from Dr. Ferneau about this course in human relations, I was delighted at the opportunity to apply. The stipend was not the determining factor. My interest in the field of human relations was more important. I thought this would be a wonderful opportunity for me to improve my knowledge and increase my interest in this field."

2."This is not flattery, but I honestly feel that my expectations have been more than fulfilled. The instruction has been excellent and the consultants were outstanding. The readings have given me a better insight into the problems of human relations, especially as it relates to race relations. Any knowledge and skills and understanding that any citizen can develop or improve, especially those in education should be of great value to mankind as well as to ourselves."

3. "I wish that the bookstore would have had all the books available for purchase, especially in paperback. I think that the institute should have required each student to purchase these books in order to build our personal libraries so that other people could use them. I also think that it would have been beneficial for all reports by each group to have been duplicated and given to each student. Some wonderful information could have been preserved for each for future use."

Respondent Twelve:

1."I really don't know. I think I expected to find myself in relation to the "problems" of desegregation. What to expect and a cue for what to do or how to react, if I were confronted with some of the problems one normally looks out for were some of my expectations."

2." They have more than been filled, 'Truly, my cup runneth over.' You have given me so many of the aspects of a changing community, the problems relating to change and some insights toward solving these problems. Your reading assignments have fallen into place neatly -just as you predicted. Along with the materials part of the course you have given us of yourself in a calm reassuring method or manner and a bit of your technique in teaching is rubbing off, also.

3."Oh, I would say you haven't told us how to solve a problem before the problem arises-- 'tain't possible, you know!"

And now a few personal feelings of the E. He is not attempting to point a scornful finger nor to fix blame. He is reporting both the pleasures and the frustrations of being an Institute Director in a new program undertaken by Office of Education personnel who were working under great pressure:

1. The delay in gaining approval from Washington for the project was a source of great frustration to every one at the University of Tulsa who had responsibility for the project. Universities, by the very nature of their structure need to know further in advance than a month what demands will be made upon their personnel and facilities. If the Equal Educational Opportunities Staff cannot master the multitudinous problems of their work so as to be able to adjust better to the framework of the University, the E in conscience must reccomend to his colleagues, a reevaluation of the total program.
2. Not until he received the brochure entitled "Summer Institutes for School Desegregation" did the E realize fully how virtually unique it was for an Institute program to orginate with a Department of Sociology. With thirty-three of thirty-five listed Institutes falling within the purview of schools or departments of education, the E understands better now why some of his suggestions and some of his methods appeared so "stuffy" to Office of Education personnel. Picnic orientated and process

dominated sessions may be considered good contemporary educational practice by some professional education colleagues: they are not so considered by subject matter people.

3. Until the E read with care the report of "A Training Conference For Institute Directors" held at St. Louis University in May, 1965, he did not understand what seemed a tenuous pattern of questioning the sincerity of the motivations of the Tulsa Institute staff. In this report from St. Louis there are a number of pages dealing with the necessity of "white" directors "proving" their sincerity. Thus, when the E had said to his face in his own office by a visiting Evaluator, "The Negro members of your Institute certainly love you. They recognize your sincerity", he is not only being gratuitously insulted, he recognizes the motivation for the remarks. The E is loathe to believe that the Equal Educational Opportunities personnel are using -even subconsciously- the Summer Institute program as a way to work our personal psychological frustrations. To the extent, however slight, such motivation might be true it subtracts luster from the United States Office of Education.

4. On a different level, the E feels he can conclude with a few brief observations:

(a) When 160 people apply within a two week period, there is obviously demand for the type of program represented by the Institute.

(b) The demands of the Institute make necessary another full-time, resident staff person.

(c) The physical surroundings of Institute I were good but there must be a table rather than a chair arrangement.

(d) Representatives from the Office of Education should spread their visits instead of coming in almost daily presence within a single week.

APPENDIX

THE UNIVERSITY OF TULSA
TULSA 4, OKLAHOMA

'ARTMENT OF EDUCATION

Accompanying this letter you will find a description of the first of a series of institutes that the Department of Sociology and the College of Education of The University of Tulsa in cooperation with the U. S. Department of Health, Education, and Welfare is conducting on The University of Tulsa campus this summer. I would urge you to read carefully the description of the seminar and determine whether or not you would like to participate.

Dr. Lovejoy, who will be primarily responsible for the beginning seminars, has had a wealth of experience in working with problems of human relations. Under his directorship you will get many concrete suggestions for dealing with the increasing number of problems the schools are facing in the area of human relations. As you will note, you can receive three semester hours of credit for the four weeks of attendance and be paid $300 besides. In these days of rising costs I am sure you will recognize this as a bargain.

If you cannot avail yourself of this opportunity, we would be happy for you to give this material to someone else who is working in professional education. Please file your application for admission, if you want to apply, at your earliest convenience.

Sincerely yours,

Elmer F. Ferneau

Elmer F. Ferneau, Dean
College of Education

EFF/cs

Enclosure

INSTITUTE I — **The Changing Community**

June 7 - July 2, 1965

Oliphant Hall — The University of Tulsa

The basic purpose of this Institute is to afford participants an opportunity of analyzing those forces of change affecting human relationships which are at work within the American community. Through presentations by visiting consultants and staff, group discussions, audio visual materials and extensive readings participants may consider such topics as:

Traditional versus emergent roles as a source of change;
Ecological changes within the city;
New roles in urban living for minority groups;
The changing neighborhood;
The role of pressure groups in urban living;
The impact upon the city of migration from rural areas;
Personal organization and disorganization of the urban dweller;
Opinion formation in the urban community;
Additional topics requested by the participants.

Since Tulsa is the largest city within the Eastern Oklahoma — Western Arkansas project area considerable — but not exclusive — attention will be given Tulsa.

ELIGIBILITY Any person — professional, classified, or lay — who is actually engaged in or preparing to engage in the conduct of any phase of public school education is eligible to apply for admission. Thus, the following may attend: school board members, administrators, principals, supervisors, teachers, counselors, health workers, secretarial-clerical workers, custodial-maintenance workers, cafeteria workers, drivers, teachers aids, interns, and officers of school related organizations.

In selecting individuals for attendance at the Institute and in otherwise conducting the Institute, The University of Tulsa does not discriminate on account of the sex, race, creed, color, or national origin of the applicant. Persons interested in attending the Institute should complete and return the enclosed application.

STIPEND Each selected participant will receive a stipend of $15.00 for each day of full time attendance at the Institute sessions. In addition, each participant will receive one round trip transportation allowance at $00.09 per mile for automobile travel, or coach airline fare, coach train fare, or bus fare.

COLLEGE CREDIT Participants may work toward college credit or not as they choose. Those desiring undergraduate credit must satisfy the requirements for admission to the College of Liberal Arts and those wanting graduate credit must be accepted by the Graduate School of The University of Tulsa. Three hours credit in sociology — graduate or undergraduate — may be earned by those who meet requirements set by the Director of the Institute. A person receiving credit for the Institute may not enroll simultaneously, however, in another college course.

COST Since this Institute has been made possible by a contract from the U.S. Department of Health, Education, and Welfare, Office of Education, pursuant to Title IV, Section 404, of Public Law 88-352, The Civil Rights Act of 1964, no tuition or fees will be charged by The University of Tulsa.

Meals are available at moderate cost in the Student Activities Building — a block from the Institute headquarters or the university dorms. Participants may eat, of course, wherever they choose. The cost of meals must be paid by the participants.

Rooms for partcipants themselves, but not for any dependents, are available in the John Mabee Dormitory for Men and the Lottie Jane Mabee Dormitory for Women. The cost of a single room for the period of the Institute is $57.00 and for a double room is $37.50. The cost of rooms must be paid by the participants.

Participants desiring to bring dependents will be helped to find suitable rooms or apartments adjacent to the campus. Costs must be paid by the participant.

Participants will be urged — but not required — to attend an opening luncheon on June 7 and a closing luncheon on July 2. Each luncheon will cost not more than $2.50.

No textbooks or other materials need be purchased but participants desiring college credit may find it more convenient to secure for themselves copies of books they are reading.

"INTO THE MAINSTREAM . . ."

The Department of Sociology and the College of Education of the University of Tulsa, in cooperation with the Equal Educational Opportunities Program, Office of Education, U.S. Dept. of Health, Education and Welfare announce

INSTITUTE I — THE CHANGING COMMUNITY
JUNE 7 — JULY 2, 1965

The first in a series of related but completely independent Institutes for school personnel concerned with changing patterns of human relations in Eastern Oklahoma and Western Arkansas

STAFF AND CONSULTANTS

GORDON W. LOVEJOY, PH.D. (North Carolina) Director of the Institute; Professor of Sociology and Head, Department of Sociology, The University of Tulsa; former Bronston Professor of Human Relations, University of Miami; Director of workshops in human relations at The University of Kentucky, The University of Notre Dame, Texas Christian University, Mercer University, and Memphis State University.

ELMER F. FERNEAU, PH.D. (Chicago) Associate Director of the Institute; Dean of the College of Education, The University of Tulsa; formerly Director of Adult Education, Chicago City, Minnesota; Associate Professor of Education, Oklahoma State University; Assistant Professor of Education, Iowa State Teachers College; Member, Oklahoma Commission of Teaching.

DONALD E. HAYDEN, PH.D. (Syracuse) Dean of the College of Liberal Arts, The University of Tulsa; immediate past Chairman, Tulsa Community Relations Commission; former Chairman, Committee on Youth Activities, National Conference of Christians and Jews.

GERALDINE J. WALLACE, B.A. (Oklahoma State University) Special Assistant to the Director of the Institute; Graduate Assistant, Department of Sociology, The University of Tulsa; formerly case worker, Child Welfare Division, Oklahoma Department of Public Welfare.

NANCY FELDMAN, J. (Chicago) Visiting Lecturer Sociology, The University Tulsa; formerly Staff Associat Chicago Legal Aid and Fami Service.

FRED W. WOODSON, M. LL.B. (Tulsa) Visiting Le turer in Sociology, The Unive sity of Tulsa; Senior Partner the Law Firm of Woodson a Kleir; formerly Director, Juv nile Court of Tulsa County.

JAMES T. AULT Administr tive Assistant to the Direct of the Institute; Mitchell Sch lar; Undergraduate and Grad ate Assistant, Department Sociology, The University Tulsa.

VISITING CONSULTANTS Special resource consultants will l secured as needed from Tulsa and from the ranks of national known authorities.

LIBRARY FACILITIES Participants will have full use and check-out privileges of the University Library. Books relevant to the Institute will be assembled in a special collection prior to the opening of the Institute.

RECREATIONAL AND CULTURAL FACILITIES All summer recreational and cultural facilities of the University are available to Institute participants.

DAILY SCHEDULE The Institute will be be in session daily from 9:00 A.M. to Noon and from 1:15 P.M. until 3:15 P.M. Monday through Friday, June 7 - July 2, 1965. In general, the afternoon sessions will be devoted to small group discussions and individual project work.

APPLICATIONS AND ADDITIONAL INFORMATION Requests for additional information and completed applications should be sent to:

Gordon W. Lovejoy, Head
Department of Sociology
The University of Tulsa
Tulsa, Oklahoma 74104

THE UNIVERSITY OF TULSA
APPLICATION FOR ADMISSION
TO

INSTITUTE I — **The Changing Community** — June 7 - July 2, 1965

(This special training Institute is being conducted in cooperation with the Equal Educational Opportunities Program, Office of Education, U.S. Department of Health, Education, and Welfare. In selecting individuals for attendance at the Institute and in otherwise conducting the Institute, The University of Tulsa does not discriminate on account of the sex, race, creed, color, or national origin of the applicant.)

NAME _____

(Please print all entries)

ADDRESS (to May 25, 1965) _____ PHONE _____

ADDRESS (after May 25, 1965) _____ PHONE _____

PRESENT PUBLIC SCHOOL POSITION _____

RESPONSIBILITIES IN ADDITION TO TEACHING (COACHING, DRAMATICS, ETC.)

_____

DATE, PLACE AND TYPE OF PREVIOUS TEACHING OR WORK EXPERIENCE: _____

_____

_____

_____

TOTAL YEARS TEACHING EXPERIENCE _____

COLLEGES AND UNIVERSITIES ATTENDED:

INSTITUTION	YEARS ATTENDED	DEGREE	DATE	MAJOR

Do you desire college credit for the Institute (yes) (no)?

Type of credit desired: (undergraduate) (graduate)

If credit is desired, have you been admitted to The University of Tulsa?

(yes) (no) When? _____

(Those desiring credit will be sent appropriate application blanks.)

If admitted, will you desire a dormitory room? (yes) (no)

(Appropriate application blanks will be sent those desiring dormitory accommodations.)

REFERENCES:

1. _____

_____

2. _____

_____

3. _____

_____

On an attached sheet write a short statement telling why you would like to attend an Institute of the type described in the brochure.

SIGNATURE _____

DATE _____

* * * * *

RETURN TO:

Gordon W. Lovejoy
Head, Department of Sociology
The University of Tulsa
Tulsa, Oklahoma
74104

INSTITUTE I - THE CHANGING COMMUNITY
JUNE 7 - JULY 2, 1965
INDIVIDUAL EVALUATION

This is not a test. The "right" answers are your comments. Please help us in our sessment of strengths and weaknesses by answering fully. There is no need for you sign your name..

Thank You,
Gordon W. Lovejoy
Elmer F. Ferneau
James T. Ault
Geraldine Wallace

What were your initial expectations about this Institute when you applied for dmission?

To what extent and in what ways have these initial expectations been fullfilled?

To what extent and in what ways have these initial expectations not been fullfilled?

On an ascending scale of points from a low of 1 to a high of 5 how would you rate each the following:

A. Presentation by consultants:
   1. Robert Wegner _____
   2. Charles H. Parrish _____
   3. Rev. Orra F. Compton _____
   4. Rev. Trafford P. Maher _____
   5. Paul C. Chapman _____
   6. Mrs. Lois H. Gatchell _____

B. Presentations by Staff:
   1. Mr. Ferneau _____
   2. Mr. Hayden _____
   3. Mr. Lovejoy _____
   4. Mr. Woodson _____

C. Films
   1. "Pictures In Your Mind" _____
   2. "No Hiding Place" _____
   3. "A Morning For Jimmy" _____
   4. "The Radical Right" _____
   5. "Crisis In Levittown" _____
   6. "The Challenge" _____
   7. "All The Way Home" _____
   8. "An American Girl" _____
   9. "Burden Of Truth" _____
   10. "Incident On Wilson Street" _____
   11. "The High Wall" _____

. Think of college courses you have taken. On the following scale, how would you te the course content of Institute I.

2 3 4 5

ecidedly below Considerably above

Think of college courses you have taken. On the following scale, how would you te the amount of student participation in Institute I

2 3 4 5

ecidedly below Considerably above

On the following scale how would you rate your feeling of being free to participate the various discussions.

2 3 44 5

ot free Completely free

Think of college courses you have taken. On the following scale how would you rate e quality of student participation in Institute I.

2 3 4 5

ecidedly below Considerably above

On the following scale how would you rate your total reaction to the readings contained the kits given you?

2 3 4 5

f little value Of great value

. On the following scale how would you rate your total reaction to the afternoon work oups?

2 3 4 5

little value Of great value

. On the following scale how would you rate your total reaction to this Institute?

2 3 4 5

ssatisfied Extremely pleased

. The composition of this institute covered an educational spectrum from undergraduate
:dent to superintendent of schools. What is your reaction to this type of diversity?

. What is your reaction to the coffee breaks?

4. In what ways, if any, has "light been shed" on previously unanswered questions about hool desegragation?

5. What questions, if any, about school desegragation are in your mind now which ere not there at the beginning of Institute I?

6. Specifically, how can we improve subsequent Institutes?

7. Please make any comments, suggestions, or criticisms you may have not covered in answers given above.

Institute I - The Changing Community

SCHEDULE OF CONSULTANT VISITS & FILM SESSIONS

ne 10
9 - 12 A.M. - Donald E. Hayden - Dean of the College of Liberal Arts, University of Tulsa - "New Roles in Urban Living for Minority Groups"

1 - 3 P.M. - Robert Wegner, Director, Tulsa Metropolitan Area Planning Commission - "Planning and its Implications for the Future"

ne 11
9 - 12 A.M. - Charles H. Parrish - Chairman, Department of Sociology, University of Louisville, Louisville, Kentucky - "A Sociologist Looks at Urban Change"

ne 14
9 - 12 A.M. - Elmer F. Freneau - Dean of the College of Education, University of Tulsa - "The Schools & the Community: Reciprocal Relationships"

ne 15
1 - 3 P.M. - Film Session Number 1
"Pictures In Your Mind"
"All the Way Home"
"A Morning for Jimmy"

ne 16
9 - 12 A.M. - Fred W. Woodson - Visiting Lecturer in Sociology, University of Tulsa - "The Law & Urban Living"

ne 17
1 - 3 P.M. - Film Session Number 2
"Cast The First Stone"
"Crisis In Levittown"
"The Challenge"

ne 18
10:15 - 12 M. - Rev. Orra G. Compton, Executive Director, Tulsa Council of Churches - "Neighbors Unlimited"

ne 21
9 - 12 M. - Elmer F. Freneau - "New Directions for the Schools In the Changing Community"

gmg

June 22
1 - 3 P.M. - Film Session Number 3
"Boundary Lines"
"An American Girl"
"Burden of Truth"

June 24
1 - 3 P.M. - Film Session Number 4
"Incident on Wilson Street"
"The High Wall"
"The Toymaker"

June 24
9 - 12 M. - Rev. Trafford P. Maher, S.J., Director, Department of Education, Saint Louis University, St. Louis, Missouri -
"The Impact Upon Minority Groups of Changes In Urban Areas"

June 29
9 - 12 M. - Paul D. Chapman, Executive Director, Tulsa Urban Renewal Authority -
"Urban Renewal In Tulsa"

June 30
9 - 12 M. - Mrs. Lois H. Galtchell, Executive Director, Mayor's Commission on Community Relations -
"The Human Relations Commission: Rationale and Future"

gmg

INSTITUTE I - THE CHANGING COMMUNITY
JUNE 7 - JULY 2, 1965
INTEREST INDICATOR

In order to make the content of this Institute as valuable as possible to you who are the participants, the staff needs some indication concerning those topics of urban life which are of most interest to you. In the space at the left please indicate the order by number the five topics you would most like to have discussed. Perhaps you may want to suggest additional topics in the space provided.

_____ Ecological changes within the city
_____ New roles in urban living for minority groups
_____ The changing neighborhood
_____ Traditional versus emergent values
_____ The School and the urban community
_____ The role of pressure groups in urban living
_____ The urban church
_____ The impact of migration from rural areas
_____ Personal organization and disorganization
_____ Opinion formation in the urban community
_____ Police problems in the contemporary city
_____ Desegregation and the public school
_____ Other Topics

_____ _____
_____ _____
_____ _____
_____ _____

Name _____

Address _____

Return to: Gordon W. Lovejoy
Head, Department of Sociology
The University of Tulsa
Tulsa, Oklahoma 74104

INSTITUTE I
THE CHANGING COMMUNITY

This is not an examination.

To give us some insights into the "newness" to you of the material presented in your packet or suggested in either bibliography please complete this questionaire. There is no need to sign your name.

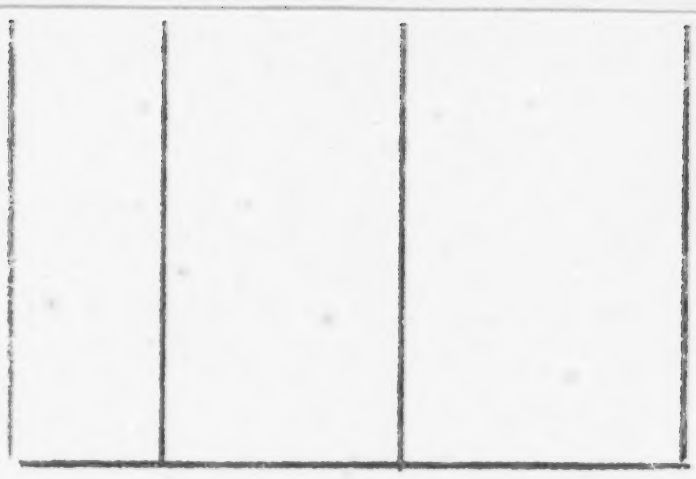
Please check the appropriate column.

	Had Read	Knew of but had not read	New Material to me
Angell, Robert C. The Social Intergration of American Cities of More Than 100,000 Population			
Bell, Wendell and Boat, Marion Urban Neighborhoods and Informal Social Relationships			
Bruner, Jerome S. Guidelines for Testing Minority Group Children			
Flintstone, Harold Cats, Kicks, and Color			
Gallaher, Art The Negro and Employment Opportunities In The South			
Greer, Scott Urbanism Reconsidered: A Comparative Study Of Local Areas In a Metropolis			
Herberle, Rudolf Social Consequences Of The Industrialization Of Southern Cities			
Komarovsky, Mira The Voluntary Associations of Urban Dwellers			
Landecker, Werner Types of Intergration and Their Measurement			
Muse, Benjamin Special Report: Memphis			
Rossi, Peter H. Community Decision Making			
Silberman, Charles The City and the Negro			
Watters, Pat New South			

Silberman, Charles
The Negro And The Businessman

Whyte, William F.
Social Organazation In The Slums

Wirth, Louis
Urbanism As A Way Of Life



II

I had read formerly the following books from Bibliography I

1

2

3

4

5

(Use back if you need more space)

III

I had read formerly the following books from Bibliography II

1
2

3

4

5

(Use back if you need more space)

Institute I - The Changing Community

BIBLIOGRAPHY # 1

352.073 A4280	Allen, Robert S. OUR FAIR CITY
323.352 A548 U	Anderson, Nels URBAN SOCIOLOGY
323.35 A569 U	Andrews, Richard Bruce URBAN GROWTH AND DEVELOPMENT
352.073 B215 U	Banfield, Edward C., ed. URBAN GOVERNMENT A READER IN ADMINISTRATION AND POLITICS
323.352. B411 R	Bedford, Scott Elias William READINGS IN URBAN SOCIOLOGY
309.173 B866 S	Bogue, Donald Joseph SKID ROW IN AMERICAN CITIES
572.08 B814 C	Braidwood, Robert John COURSES TOWARD URBAN LIFE
136.7 B255 M	Barker, Roger G., Wright, Herbert F. MIDWEST AND ITS CHILDREN: THE PSYCHOLOGICAL ECOLOGY OF AN AMERICAN TOWN
323.352 B516 P	Berman, Barbara R. PROJECTION OF A METROPOLIS
301.36 B554 U	Beshers, James M. URBAN SOCIAL STRUCTURE
338.9744 B627 P	Black, John D., & Brinser, Ayers PLANNING ONE TOWN: PETERSHAM, A HILL TOWN IN MASS.
711 B832 A	Breese, Gerald W. & Whitman, Dorothy E. AN APPROACH TO URBAN PLANNING

gmg

917.4 B851 C	Bridenbaugh, Carl CITIES IN REVOLT: URBAN LIFE IN AMERICA
323.35 B914 C	Bruyn, Severyn Ten Haut COMMUNITIES IN ACTION
331.833 B126 S	Bick, Kurt W. SLUM PROJECTS AND PEOPLE
361.8 B928 C	Buell, Bradley COMMUNITY PLANNING FOR HUMAN SERVICES
	Clark, Dennis THE GHETTO GAME: RACIAL CONFLICTS IN THE CITY
370.19 C743 S	Conant, James SLUMS AND SUBURBS: A COMMENTARY ON SCHOOLS IN THE METROPOLITAN AREA
311.1 1911/12	Clerget, Pierre URBANISM: A HISTORIC, GEOGRAPHIC AND ECONOMIC STUDY
	Dobriner, William CLASS IN SUBURBIA
323.352 F745 E	Fortune THE EXPLODING METROPOLIS
	Frankiel, Francois N. ATMOSPHERIC POLLUTION IN GROWING COMMUNITIES
711.4 F996 F	Futterman, Robert A. THE FUTURE OF OUR CITIES
301.36 G816 E	Greer, Scott A. THE EMERGING CITY
301.36 G664 S	Gordon, Mitchell SICK CITIES
323.352 G535 U	Gist, Noel Pitts URBAN SOCIETY

gmg

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SO YOU KNOW THE NEGRO?

All your life you have been told that you know the Negro. Let's see how much you know -- really know -- about the Negro. Circle the "T" if the answer is True; the "F" if it is False. Each incorrect answer is or skipped question costs four points.

T F 1. Negroes are increasing faster than whites in our total population.

T F 2. Negroes outnumber whites in Mississippi and Alabama.

T F 3. The term "black belt" refers to a group of counties in Louisian and Texas which are predominately Negro in population.

T F 4. The Negro is black because he is the descendent of Ham who was turned black by God's curse.

T F 5. Female descendants of Negroes who fought with George Washington are eligible for membership in the Daughters of American Revolution.

T F 6. Phyllis Wheatley is a prominent Negro singer.

T F 7. During the Reconstruction Days, Negroes comprised a majority of the legislators in all except one Southern Legislature.

T F 8. Although Negroes have made remarkable educational strides since 1865 about 30% of all Negroes today are illiterate.

T F 9. Crispus Attucks, a Negro, received the Congressional Medal of Honor for his bravery in Korea.

T F 10. The Bible and modern science agree that all races - except the Negro - are descended from a single, original, racial root stock.

T F 11. The first Negroes to arrive in what isn now the U. S. came as slaves.

T F 12. Should you require a blood transfusion you must be certain the blood comes from a person of the same race if you would avoid serious aftereffects.

T F 13. Because of their long residence in warm climates Negroes are basically incapable of living satisfactorily where winters are severe.

T F 14. President Lincoln's Emancipation Proclamation abolished slavery throughout the United States.

T F 15. Modern biological research has proven rather conslusively that children born of mixed parentage show "the bad elements of both races and the good elements of neither one.

T F 16. George Washington Carver was at one time in his life the president of a Negro college in Florida.

T F 17. The Reverend Adam Clayton Powell, Negro Congressman from Harlem, is a member of the Republican Party.

T F 18. Intelligence tests such as are given college freshmen prove the Negro to be inferior in intelligence to white students.

T F 19. In those states which before 1954 had separate school systems for Negores and whites the basis for this separation was custom rather than law.

T F 20, If a person is a Negro in one state he is legally a Negro in all fifty states.

T F 21. Mary McCloud Bethune was noted mainly for her research into products derived from peanuts.

T F 22. Although many Negroes emigrated from the South during and immediately after World War I, there was no such mass movement northward after World War II.

T F 23. The decision of the U. S. Supreme Court in the Gaines case gave Negroes the right ofsitting where they pleace in busses.

T F 24. Negroe have never graduated from the U. S. Academies at West Point and Annapolis although several have been appointed.

T F 25. No Negro since Reconstruction Days has served at a U. S. Ambassador or Minister to a foreign country.

IVENTORY CHECK-LIST

ISTRUCTIONS: Please read carefully both (a) and (b) parts of the following pairs of statements. Check in the space provided only <u>one</u> statement of each pair; the one with which you most <u>agree</u>. Make a choice in every pair.

a. I wish my parents had worked harder — a.____
b. I wish my parents had enjoyed life more. — b.____

a. All men are born equal, and each is responsible only to himself. — a.____
b. All men though unequal should tolerate difference in others. — b.____

a. Artists disregard the basic values of society. — a.____
b. Artists portray the feelings of others. — b.____

a. Honesty is the best policy. — a.____
b. If you are too honest you may not be well-liked. — b.____

a. Anyone can get to the top if he works hard. — a.____
b. Anyone can get to the top if he knows the right people — b.____

a. Intellectuals should primarily consider their own goals. — a.____
b. Intellectuals should think more about the rights of other people — b.____

a. If I had a son I would want him to be ambitious. — a.____
b. If I had a son I would want him to be well adjusted. — b.____

a. College professors should be more concerned with their shcolarly ability. — a.____
b. College professors should be most concerned with the feelings of students. — b.____

a. The most successful people worked hard to become so. — a.____
b. The most successful people have probably hurt others. — b.____

. a. Wealthy people should strive to add to their wealth. — a.____
b. Wealthy people should enjoy life. — b.____

. a. Everyone should want to t get to the top. — a.____
b. Everyone should want to be lik d by others. — b.____

. a. What's done is done, the future is all important. — a.____
b. What's done is done, the present should be enjoyed. — b.____

. a. I wish I had more ambition. — a.____
b. I wish I had more friends. — b.____

. a. What counts is what a person believes to be right. — a.____
b. What counts is what a person does to get along with others. — b.____

, a. It isn't a person's backgaound that counts, it's what he does with his own life. a.____
b. It isn't a person's background that counts, its whether or not he's lucky. b.____

, a. The individual is most important, and society least important a.____
b. The individual is least important, and society most imjportant. b.____

a.____
. a. Socially acceptable people regard nudity as indecent. a.____
b. Socially acceptable people regard nudity as artistic. b.____

. a. In order to be successful, one has to apply oneself. a.____
b. In order to be successful, one needs to know the right people b.____

. a. French night clubs are sinful and obscene. a.____
b. Frenceh night clubs are a lot of fun. b.____

. a. The standard of living of the laboring classes is their own responsibility. a.____
b. The standard of living of the laboring classes is everyone's responsibility. b.____

. a. It isn't what one says that counts, it is what one achieves. a.____
b. What a person says may more accurately portray his reall self than what he does. b.____

. a. It is our duty to use time for porductive purposes. a.____
b. Use of time is for personal pleasure. b.____

. a. There's no use crying over the past, it's the futrie that counts. a.____
b. What we have done in the past directly affects our future b.____

. a. Popular people are intelligent. a.____
b. Popular are those who accept others at face value. b.____

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